Report on

THE SYMPOSIUM

OF

COMMUNICATION AND MEDIA FOR ASEAN DIGITALIZATION

20-21 June, 2017

By

The Online International Master Program in Communication Arts for ASEAN

(ASEAN-COMMARTS.STOU.AC.TH)

Sukhothai Thammathirat Open University (STOU),

Nonthaburi-Bangkok, Thailand

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1. INTRODUCTION

This report concludes the major points of the presentations that were undertaken in the symposium of Communication and Media for ASEAN Digitalization, organised by the Communication Arts for ASEAN Online International Graduate Program, School of Communication Arts, Sukhothai Thammathirat Open University (STOU)

The forum, held on 20-21 June, 2017, at Seminar 1 building, 2nd floor, Room 5209, Sukhothai Thammathirat Open University (STOU), Nonthaburi-Bangkok, Thailand
Participants who participated in the symposium were 1) the high school teachers, Ministry of Education; 2) the teachers in schools under the "Spirit of ASEAN Program"; Ministry of Education; 3) the University students relevant to ASEAN; 4) the professional media relevant to ASEAN. Furthermore, the Communication Arts for ASEAN Online International Graduate Program invited its key partners both from Thailand and ASEAN, ASIA to be the speakers and experts; Thailand, Japan, Philippine, and Singapore.

The main objectives of this project were 1) to provide training and practices on media literacy especially in using ICT to develop education and people to be well equipped under the counter of ASEAN Digitalization, and 2) to link all networks among all key partners in the field of ICT for educational development to learn more innovation from other countries as well as among themselves to be well equipped under the context of ASEAN Digitalization.

2. SESSION ONE

2. 1 Welcome Address and Open Speech

By: Assoc. Prof. Dr. Chantana Thongprayoon, Deputy Dean of the school of Communication Arts, SToU.
Date: 20 June 2017
Time: 8.30 -09.00 am.
Moderator: Asst. Prof. Dr. Saowanee Chinalong

The Deputy Dean welcomed to all distinguish guests and participants from several country in Asia to the symposium. On behave of communication Arts, Associate Prof. Dr. Kamolrat Intaratat and the team were in pleasure to hold this seminar for all

participants. The project comprised with five commitments for the STOU as followings:

1. To produce graduate to serve communities and the country.
2. To do research for communities, societies and the country.
3. To provide academic services to communities
4. To maintain our honourable culture and heritage for our next generation
5. To develop our organisation.

This event is the third commitment which aims to provide services tour communities with the appreciation to the Thai government who make this forum be possible by providing the budget support. For the project, there are two objectives:

1. To promote knowledge, awareness of the digitalization of our ASEAN communities.
2. To build up network and collaboration among the ASEAN communities to develop digitalization in the communities.

As we know, there are three pillars of ASEAN communities which try to develop social, politic, and economic aspects for the people in ASEAN. Among these three pillars, AEC is very well known and clearly promoting. In the same way, this symposium is an effort to translate the ASEAN principles into practice in particular to the digitalization in ASEAN.

Her welcoming remark covered to all participants and keynote speaker from various countries such as Dr. Tsuneo Yamada from the Open University from Japan who well known in ODL, Distance Education and the MOOC, Dr. Carmencita Castolo from Phillippines, director of PUP (Polytechnic of the Philippines Open University), Ajarn Anothai Udomsilp, ASEAN Media & Communication Expert, Dr. Kalinga Seneviratne, Communication Arts, Chulalongkorn University. All of them were welcomed to participate throughout the program activities, to achieve their expectation in working for communities.

2.2 Scenario of Communication and Media for ASEAN Digitalization

By:	Ajarn Anothai Udomsilp, (Former director of Academic
Institute of	Public Media-Thai PBS and being ASEAN Media &
	Communication Expert
Date:	20 June 2017
Time:	9.00-9.30 am.
Moderator:	Asst. Prof. Dr. Saowanee Chinalong

Anothai Udomsilp, introduce himself as a retired media professional. He is now working as an independent consultant and lecturer. It is his honorable to be here because the subject on ASEAN and communication is in fact is the issue that have been working for so many year ago while he was working around his career with public relation department at public broadcast, Thai- PBS.

His brief presentation highlighted on these important issues; First of all, ASEAN in this year become 50 years old. In 1967, ASEAN was established by five countries; Malaysia, Indonesia, Philippines, Singapore and Thailand. Currently, it increases members to 10 countries which are called members stated. Throughout the five decades, ASEAN has been working to promote the cooperation in three main areas which are political and security cooperation, economic and trade cooperation, and Socio and cultural cooperation. In ASEAN's term, these call "three pillars"

A great number of project based on these three pillars have been conducted by ASEAN members. However how much people know about ASEAN remains the big problem. In fact, the people when they talk about ASEAN, they talk more about economic, trade cooperation, not very much on political and security cooperation. Neither have they talked about culture and social cooperation which in fact involve in our daily lives. In early 2000, it was a big concern of ASEAN secretariat that there was little awareness and understanding of people about these regional organizations. That was the time that ASEAN began to look at more effective communication tools and how to make use of medias to help promote understanding of ASEAN.

Within the ASEAN organization, there is one unit namely Community on Culture and Information (COCI) and the secretariat asked COCI to review all the works again, how to improve the awareness of people, how to get information about ASEAN to the people. Several of meeting of experts were held during that time, including the meeting of experts in Balih, talking about branding ASEAN. He was invited as one of the experts. The meeting aimed to discuss what kind of characteristics, and uniqueness that the 10 ASEAN countries should have, including the way to apply these to promote branding ASEAN.

At the end of the meeting, they realized that it is difficult and not possible to find uniqueness characteristics to create the brand of ASEAN because the 10 nations have difference cultures and characters. Even though we are in the same region and always claim that we share similarities, the differences remains in details. The differences are such as Muslim countries like Malaysia, Brunei share similarities and practices while there are differences from Buddhist countries like Thailand or Cambodia or Laos. Therefore, these experts decided that there is no one single or unique characteristics of ASEAN. Nevertheless, they have consensus ideas to ASEAN towards initial concept of "one community, ten diversities". Later on the slogan of "one community, ten nations" is applied as well as the diversities of culture have been emphasized instead of promoting similarity, uniqueness among all member states. In short, they accepted the differences. Despite the differences, they find the ways to work together to strengthen the region, the communities to benefit all the member states.

As can be seen, the attention to ASEAN was not obvious. Until a few years ago, people began to pay more attention about ASEAN. However, most of people talked about ASEAN in particular to economic aspect or AEC (ASEAN Economic Cooperation) while there are very little talking about ASEAN single community in the other two pillars; political and security community; and cultural and social community.

The people talk more about AEC because it is mostly involved with private sector who are playing very active roles on trade and investments while political and security community mostly involve with government sector such as Ministry of Defense, Ministry Foreign Affair, and so on which most of the time the information are not very much disseminated to people. Likewise, cultural and social cooperation are carried out

by government offices. Although the latter two aspects are close to people's daily living, not many people learn about it. In comparison to AEC, they keep talks about themselves and make itself visible to people more.

One of the issue that we heard quite a lot in the past few year ago was a big concern of people regarding their employment condition. Due to AEC open for foreign workers coming to Thailand to work which can create jobless problems to the Thais. The concerns arise without proper understanding the conditions of ASEAN which only some occupations are allowed to do so such as medical doctors, engineers, researchers, accountant, all these occupations must have the mutual recognition standard and have to be certified. Therefore, it does not mean that we are going to move easily, but need to meet the standards. This phenomenon reflects the misunderstanding of the people in various ways when we talk about ASEAN works, and there is the need to learn more about ASEAN. In short, people should find more ways to learn about the region, member states of ASEAN. In these days, it is much easier to learn about other countries in our region with the help of technologies, digitalization of technologies, websites, information flows, et cetera.

Based on his experiences in working as a journalist and news reader for long years ago, he found that people learn about ASEAN mostly from international news because people always believe that news is reliable. However, we have to be very careful because there are a lot of fake news nowadays particularly online news.

Although, we can learn from international news, he noted that the news also have values and criteria. As can be seen, the type of news about ASEAN include pictures of ASEAN, we can see the picture of the ASEAN leaders hold their hands together but we mot much in terms of the contents. Due to it is easy for reporters to show these kind of pictures rather than explain about the contents in the meeting. Therefore, it is important for journalists to explore more understanding on ASEAN in a more details and disseminate more comprehensively information to people. In fact, it is easier for the reporters to do so because we are now moving to the society called society 4.0. ASEAN also try to move itself to the new digitalization society which called "Smart ASEAN" and we have to be smart in a new way of living. The word smart have been used in Thailand more than 10 years ago such as "Smart Thailand" was in the thought

of previous Thai government. Currently, the new government of Thailand announces the new one about "Thailand 4.0" which it is making use of abundant information in forms of big data, selection of information in the big data, and turn information to a knowledge and turn a knowledge into a wisdom for innovation.

Hence, this is important idea of ASEAN which Thailand try to pursue. Therefore, Thailand also talk about "Information Society", "Smart Thailand", and "Thailand 4.0". Even though, we talk about information everywhere, we seldom talk about how to select and use information, turn information to a knowledge, and turn a knowledge into a wisdom for innovation. Most of the time that people stop at the stage of "information". Significantly, in the new digitalization development era, information is abundant but the making use of it is very important.

In terms of ASEAN, there is the effort to do so in the blueprint of ASEAN towards 2025. Another eight years from now, the whole ASEAN can make use of all digital information. People of ASEAN will have information and digital literacy based on in the big data. To achieve and pursue these, there were a few things that we have to be in concerns; 1) we have to make sure that we select good and accurate information. In a big data, there are so many kind of information. It is important to know which one is good or bad, correct or incorrect, including accurate or fake information; 2) all information have to be secure and free from attacks of hackers or visrus. In developing digitalization technology, it is important to make sure that the information system is secure; 3) it is the project of people. Apart fom the learning on medias, we can also learn more from friends and other people through online medias, networks, and social medias. Therefore, we should strengthen ourselves through the digital knowledge, create good contents by ourselves, and share with others. This is immediate term called "user generate contents". He concluded that we currently learn more from friends, online media and social media such as line, facebook, and others. Therefore, we should think further about how we can encourage people to produce more information and knowledge to share among the ASEAN which is the part that Dr. Kamolrat have worked quite a lot with community medias.

2.3 Digital Story Telling for ASEAN Understanding

By:	Dr. Kalinga Seneviratne, Communication Arts, Chulalongkorn University
Date:	20 June 2017
Time:	9.30-9.50 am.
Moderator:	Asst. Prof. Dr. Saowanee Chinalong

Digital Story Telling is a big theme in academic study and it is also significant for ASEAN Understanding. As a citizen of Srilanka, he felt familiar and comfortable with Thai's and ASEAN culture. He emphasized that his talk was relevant to the "4.0 policy" which have been mentioned earlier with focusing especially when talking about the digital story telling.

He shared his experiences when he teach undergraduate students and ask them what type of information sources that they consume. He found that they do not read newspapers, neither listen to radio news nor watch television news. It is the challenge to him due to his need to teach them communication medias and journalism, and must find the way to teach them on production process while they do not consume all those traditional medias.

Also, he realized that these does not mean that they did not interested in the information but they access to information in difference forms such as using google, Facebook and sometime even through WhatApp, WeChat, twitter. Therefore, the challenge to him is how to merge traditional methods of journalism with these new mode transmission of news. He discovered that it is possible to use a new form of journalism in the new platform to attract the attention of the young and old people.

In the traditional school of journalism, there are 62 VDO tapes available and he found that the digital storytelling can make these be interesting to them. Digital story telling media basically is cheap with imagination and creativity and a message could be convey in short space of time such as two to three minutes by using of internet. In Asia, it has been developed very rich audio visual storytelling techniques such as shadow puppetry, facial expression and hand to convey a story, state theatres, various presentation of folk songs and so forth.

Digital telling in a modern age is not necessary westernization. It is misconception in the region that we have to copy western culture in case of using digital technologies. Also, in mass communication school, there are very rare students getting the course in cultural study curriculum. Although, it is the teaching on their own culture or the regional culture. They are taught about American text books translate into local languages, not to ASEAN text books and also more western and European text books are used. According to him, this in the mind-set which has to change. The lecturers themselves need to look at materials from Asia and need to introduce cultural study into mass communication program so that the ASEAN traditional culture and modern digital technologies can be linked.

The digital storytelling is a short form of digital media production that allows everyday people to share their stories. In 1980, the cost is around 200,000 US$ to set up VDO production facilities. In the present, we can have those facilities at 2,000 US$ with smart phone, laptop, VDO editing software such as I-movie. Further, people can learn the scale of mixing tapes, voice, pictures and VDO into digital story and how to develop transmission platform. To access to internet that make the transmission is also available even sometime for free. The television station to reach worldwide audiences by 2,000 US$.

He showed one short clip on which presenting easy to learn how to produce digital story through these tips:

1. Start with an idea of storytelling, thinking what we want to tell.
2. Write our story to help us identify different characters, emotion, places, and massages. Write it as we are telling our story to friends

3. Create a storyboard to help us make a plan and find photos, clip VDO and sometime audio that we want to include in our story
4. Research and gather elements
5. Build our story

Then, put it all together; the voice, then add photos and audio. Rhythm is key. So watch our story a few times and remove any wrong elements that make the story be too slow. Share it with others and get their feedback.

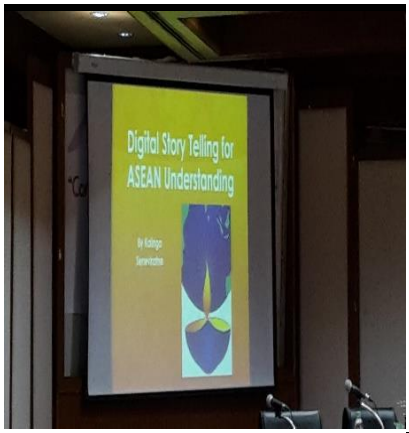
Dr. Kalinga concluded that these are simple steps and the process are the same as what he was teaching in last 20-30 years ago in University. The difference is only on the technologies usage. One of the challenge is how to make people interested in watching and learning more about the story and issues. This digital story could link up with traditional story production such as feature story, broadcast or a TV feature. This is a longer version of digital story.

Digital story also popular in education which classroom-based that could guide students more knowledge. Therefore, we can use digital story in classroom to stimulate students to be interested in getting more knowledge through the traditional sources. Currently, library could be websites because there is digital version of books. In addition, digital story is not necessary to be only one minute or less because it could be also like advertisement, and normally two to three minutes is needed.

In ASEAN, digital storytelling could be powerful tool, not only in a field of news but also in cultural interaction. Digital storytelling could be interactive tool when you use platform like YouTube, facebook, twitter, and another to communities. He suggested that we need to go beyond just watching a nice dance or musical production on YouTube. Digital Storytelling could be in cooperated these platforms in telling us stories even new knowledge through song and dance. We can convince social and spiritual messages in a way to promote good value to society. Therefore, we can find common value in the region like mindful communication for ASEAN integration which has been promoted in Chulalongkorn University. The mindful communication come from Buddhism which called *Vipassana.* In the same *way,* Catholic and Muslim religious value in the communication are included. Hence, there is nothing to be afraid to see how the religious value are interconnected.

Another, there are also the issue on the war and drug in ASEAN. It is interesting to make use digital storytelling as a war against drugs than guns. This could be reconsidered and given the link. Yet, the use of digital technologies and storytelling to create ASEAN society that could make migrant labour force in a win-win situation. As the remaining problem is on exploitation over the flow of migration due to various causes by such as recruitment agents, discriminations, et cetera. The exploited experiences can be exposed through digital storytelling. As these stories are hardly to be told to normal journalism practices and also people may not want speak or be shown in a camera. In a short story, we do not name the people but it can be shown in forms of a true story instead.

In his conclusion, we can create powerful tool in the digital storytelling to protect migrant workers and also help countries for labour shortage. Across of ASEAN, we can create mobile storytelling team that could go to communities by having smart phone, laptop, and get help from local people to tell stories, produce digital story in particular location and disseminate to internet. He perceived that the Thai PBS has done something similar to these in the northeast of Thailand. Eventually, he encouraged participants to work together and create digital platform to benefit communities, based on our orientation in working with passion and caring, not money oriented.



2.4 Communication & Media for ASEAN Digitalization

By: Associate Prof. Dr. Kamolrat Intaratat, Chair of Communication Arts for ASEAN program, STOU

Date: 20 June 2017

Time: 9.50-10.15 am.

Moderator: Asst. Prof. Dr. Saowanee Chinalong

Associate Prof. Dr. Kamolrat Intarathat started her presentation by introducing that there is Ministry of ICT of Thailand that provide support for 70,000 Wi-Fi hotspot available in 70,000 villages of Thailand in 2017. There were groups of ICT volunteers who provide the knowledge on how to use mobile, produce VDO clip to develop their livelihood and stories. In 21st century, people must have at least three skills; 1) Information Technology (IT), 2) English, and 3) Story writing to communicate about stories of communities

In terms of Digital ASEAN, the program use Thai MOOC for lifelong learning for all. Therefore, STOU and CCDKM has developed the MOOC programs in forms of these six pilot programs by using ICT: 1) Information Technology (IT), 2) English learning, 3) Story writing, 4) Smart space and Smart handicap, 5) Community idol, and 6) Smart entrepreneur by digitalizing Thai and ASEAN people. In this case, the programs have the link with farmers in Cambodia and Laos and train them how to make use of the digitalization technologies.

2.5 New Media: ICT for ASEAN & ASIA & Global Development in HRD via MOOC &SPOC (Sharing & Demo) 9 Show case of the Open University of Japan)

By: Dr. Tsuneo YAMADA,
Professor, Department of Informatics, the Open University of Japan (OUJ)
Professor, Department of Cyber Society and Culture, The graduate University for Advanced Studies (SOKENDAI) 2-11 Wakaba, Mihama, Chiba 261-8586, Japan

Date: 20 June 2017

Time: 10.50-12.00 am.

Moderator: Asst. Prof. Dr. Saowanee Chinalong

Dr. Tsuneo YAMADA introduced himself as a professor in the Open University of Japan (OUJ). Beside this, he also works for many other organizations; JMOOC, JOCW, AXIES, IMS Japan, AAOU MOOC Portal SC, and GONGOVA (a Grassroots Oversee NGO Volunteer activities which having branch in Chiangrai, Thailand). In this year, he is developing two courses of OUJ course for undergraduate and graduate in International development study in using ICT for Human Resource Development. Therefore, he picked up the cases of ICT volunteers for the international students in Japan to develop as the cases in the ICT study. These subjects; volunteer ICT and Satellite TV are totally online study.

In this forum, his presentation focus on the knowledge on Japan MOOC (JMOOC). The objective of MOOC is to provide good education through open channel, and it is quality assurance. In International study, there are diverse technics using in the learning ICT development. There are purely online learning as well as mix learning methods such as MOOC, SPOC, face to face, NGDLE (Next Generation Digital Learning Environment). In developing country like Thailand and ASEAN, the MOOC production can be developed through the consortium efforts. In this case, OER (Open Educational Resources) is applied without copyright issue. He highlighted that it is in transition process in online learning and giving content online. Along the process, MOOC is gaining more acceptance because it can provide quality education.

The important characters of MOOC is; Massive (5 k-150;-more) but manage by small course team; Open but various business models proposed; online but blended approaches acceptable; Course, not content delivery but education (Learning activities on new learning theories and pedagogy, assessment, accreditation and/or certification). Furthermore, MOOC is not only scalable LMS but a total solution to realize Openness and Quality Assurance at once in sustainable way using technologies. There are some difference between MOOC and SPOC. MOOC is Massive Open Online Course while SPOC is Specific Program Online Course which is a close system.

In comparison, SPOC is Regular (traditional) online course, and accredited proprietary while MOOC is Test-beds for late-majority/ adopters of E-Learning and for technologies like LA. It is free sample for PR using primer courses. In addition, it is social contribution to global LLL community. In Japan, MOOC is not only used in learning and teaching but also serve as an academic service or contribution of university to society and communities. In short, the concept of MOOC is online course. However, it can be difference in terms of operation and services such as it can provide services with and without charge fees.

The common elements of both MOOC and SPOC include these two elements; 1) Infrastructure and Platform, service and tools course materials; 2) Standard Curriculum and Learning Outcome Record (hedges and certificate, e-portfolio). Importantly, MOOC is appropriate to the new generation because it can optimize performances, learning behaviors, and can keep as e-portfolio. Another, Flipped Classroom is appropriate to use in various learning environment such as on farm, traditional classroom, at home, online learning. Therefore, it is suitable for knowledge transfer and knowledge integration.

Moreover, MOOC is worldwide accepted as digital learning environment and system which appropriate to next generation. In 2005, Learning Initiative through digital system existed as well as the five dimension of NGDLE (New Generation Digital Learning Environment): 1) Interoperability and Integration, 2) Personalization, 3) Analytics, Advising and Learning Assessment, 4) Collaboration and 5) Accessibility and Universal Design for everyone to be able to access such as disable people.

He continued his sharing on MOOC experiences in Japan. In 2013, it was the first year of MOOC in Japan opened to all universities to join MOOC project. The University of Tokyo (the second high ranking university) in Japan joined consortia in February 2013 because the university pay important in joining JMOOC or Japan MOOC. The website of JMOOC (http:// www.jmooc.jp.) has homepage in English with Japanese language in a greater details. The subjects which opening for free learning include; 1) Open data to response open Government policy of the state. Therefore, everybody can access and learn about access system; 2) Data Analysis and Statistic, 3) Electronic services, 4) Engineers. The production of JMOOC aims to response the government

policy and needs of corporates. Notably, the production of JMOOC are based on consideration and collaboration of many units in the country to support the production to benefit and strengthen capability of people in the country.

In comparison to JMOOC and Thai MOOC, JMOOC has been developed around four years ago and come up with several platforms for users' selection such as Fisdom, Gacco while Thai MOOC has just started in 2017. Even though Thai MOOC use Open EdX platform, problems in development process remains. He suggested that both country can share and exchange data by using the same platform. Each company in Japan can develop their platform. For example Fujitsu Company which is private business but it interested in developing academic cloud platform service. Interestingly, many people in Japan come to learn JMOOC.

Japan is in super aging society era. The majority group of people who come to learn JMOOC is 40 years old (22 percent), 50 yeas (19 percent). Notably, the ones who learn JMOOC is more on working people. Everyone has freedom to learn based on their possibilities and available time, money and resources. It is a part of human resource development and capability building of people in the country.

In addition, he shared about OUJ MOOC (Open University JMOOC): Learning data and Analytics which developing big data which include social media, e-texts, LMS (Learning Models) to design OUJ MOOC. However, there is less financial support from Japanese government in comparison to Thai MOOC and Korea MOOC so there is not sufficient budget to develop OUJ MOOC. Therefore, OUJ MOOC collaborate with business sector and produce OUJ MOOC to serve the needs of customers. Homepage and facebook are applied in operation. In the production process, IT media platforms, VDO clips are included. The VDO clips are mainly element to convey the message in YouTube. After accomplish the study, the digital certificate can be printed out. The market strategy in developing MOOC is to invite well known resource person to provide the knowledge such as Nobel Prize Awardee. Further, the standard of the particular knowledge must be applied in knowledge development. He explained about Japanese language learning as an example subject in MOOC production.

The initial step is to make people learn how to standardize MOOC production. Further step, the collaboration among universities is in consideration. He gave the example of language learning which applying VDO clips. In producing MOOC in Japan, there is much money required.

Due to JMOOC work with corporate sector, JMOOC open in fix time period and become SPOC for the one who pay for the cost. The way to access to the website is to access to the database which include Open Course Materials, Open Resources and Creative Common. Also, he showed the friendly design such as way to download online, the way to open source software which is friendly to the users. He emphasized that the most important is the understanding and preparation of the contents.

Finally, he share about the trend of Global world which create the change of the world. The New Generation Digital Environment which have new way of learning. Next Generation of LMS (Learning Management System), Library system, AI (Analytical Intelligence), Collecting folios, Performance Online, Common policy and agreements, Learning Analytical, Function Analysis. These are something to do with the designing on systems, platforms, supports. However, the major component is the content with appropriate technologies which support the MOOC design and production.

2.6 New Media: ICT for the Philippines Development in HRD via MOOC & SPOC (1)

By:	Dr. Carmencita Castolo, Director of PUP
Date:	20 June 2017
Time:	13.00-14.30 pm
Moderator:	Dr. Unaloam Chanrungmaneekul

Dr. Carmencita provided brief introduction of Polytechnic University of the Philippines (PUP) and other universities implementing the Open and Distance Education in the Philippines.

The Philippines is 116 years old Southeast Asian Nations with a dynamic and culturally diverse population approximately 100 million citizens spreading out of 7,107 island. The Philippines is the founding member of the 47 years old association of Southeast Asian Nations or the ASEAN. The educational system of the country is basically formal and traditional in nature although new mode of knowledge generation transfer and acquisition are being introduced to keep the population embrace with regional and global realities. The major instruction in the education system are both Filipinos and English and the literacy way is 98.7 percent of the population with a little variation between male and female.

The Philippines education system is the 3 trial systems: Government who care of the basic education, the tertiary education, and the technical vocational education. For the basic education which consider elementary and secondary education, it is being taking care of Department of Education while the higher education or the tertiary education is being considered and taking care of Commission on Higher Education. Also, there is Technical Vocational Education which is under the technical and Skills Development Authority.

Today, there are 1,573 private institutions, 603 state-run colleges and universities, 110 states universities and colleges, 388 satellite campuses, 93 local universities and colleges which also include 10 other government schools, one Commission and Higher Education Development supervised institution and five special colleges. Despite budget limitation and some constraints, still most Filipinos regards education as a primary avenue for upward and social mobility. Hence, some traditional institutions or conventional colleges and universities started to resolve to provide a more accessible and flexible type of teaching and learning processes and this is through the use of unconventional means which is distance education and open learning system.

In the Philippines, there are important points in Open and Distance Learning in the Philippines. There is the need to accelerate mass higher and graduate education to achieve the country's socio-economic goals and the imperatives of globalization.

Likewise, the difficulty in synchronizing schedules brought about the complexities of modern society. Also, the dispersal and remoteness of students due to the archipelagic configuration of the country. The physical disabilities of some target beneficiaries, including the increase in the student population.

One of the Legal bases of OLDE is the institutionalization of Open and Distance Education in the Philippines. This is to expand further to democratize access to quality education at both secondary and tertiary levels. For purpose of rationalizing, Open and Distance Education in the Philippines, Commission and Higher Education adopted some policy and guidelines to ensure quality and effectiveness. The OLDE program are considered component of evaluation by the Commission and higher education. The components of DE included: Institutional Management and Commitment, Curriculum, Instructional Materials Development, Delivery Modes/ Strategies, and Student Support Services. Her emphasis for the discussion was on the Delivery Modes/ Strategies.

For qualify faculty members' interaction or feedback on the learning either face to face or via alternative and other interaction forms like email, telephone, VDO conferences, voice mail, text messaging, chat room, learning management system, and other forms. In this forum, we have the MOOC which is considered in the Open and Distance Learning in the country.

PUP is also an active member of the ASEAN Association of Open University. The president of AAOU is the Filipino and one of her focus is really to use the MOOC in delivery mode in the implementation of AAOU in Open and Distance learning in the Philippines. After deliver modes, we have correspondent, online, Modular, broadcast, Blended Mode (Offline and Online). Others are learning management system, e-mailing, face book, CD, teleconferencing. PUP has networked with public and private schools, local government units, government-owned and controlled corporations and other instrumentalities.

It offers various programs to 10 open centres and having memorandum of agreement in other government schools and offices. In fact, it has memorandum of agreement with STOU, and considering other programs to work with STOU.

It becomes active key player in ASEAN integration for future open and learning education. It is encouraged the government to search more efforts in promoting innovation, dynamic modes of knowledge generation, transmission and acquisition in the light of anticipated responsive economic, political and cultural interaction among the people of the 10 nations in the region. The house of representative approve the bill for institutionalization of open learning in the country. With that, her colleague; Dr. Benilda Eleanor V. Comendador was the one who presented how the organisation make use the MOOC in the implementation in Open education in the country.

2.7 New Media ICT for the Philippines Development in HRD via MOOC & SPOC (2)

By:	Dr. Benilda Eleanor V. Comendador (Academic Program Head of Polytechnic University of the Philippines Open University)
Date:	20 June 2017
Time:	14.00-14.30 pm
Moderator:	Dr. Unaloam Chanrungmaneekul

In her presentation, she highlighted that the new media for the ICT in the Philippines in Human Resource Development (HRD) by MOOC and SPOC, still be in infancy stage in the university. However, the organisation could be categorized as SPOC which more on private online purpose.

In PUP, MOOC is applied in the research on e-learning technologies, knowledge discovery in database mining, and learning analytics, getting popular in the academe because of its potential to improve science in the education domain.

In this particular, she referred to Kumar (2011) and Bayyou (2013) who stated that these innovation can provide ubiquitous tool and powerful platform that may be used for higher educational institution.

As MOOC is Massive Open Online Course. Typically include a collection of many of the following learning objects: VDO lectures, online readings, problem sets, quizzes, and student interaction. The goal of MOOC is to reach a much larger audiences than traditional courses can accommodate and to foster interaction between people with similar interests across the world. However, there are key challenges in integrating ICTs in Education: First, Massive data coming from e-learning software such as assignment, quiz, discussion forum and charts. The more information can make us confuse. Therefore, the filtering is important. In this case, the goal of PUP is to develop tools and methods which can support teachers and students to take action based on the evaluation of Educational Data. Second, limited research has been conducted on methods to improve the success and relation of DE students. In this case, the goal is to develop e-learning class that uses feature selection and classification techniques for Learning Management System (LMS) to improve online teaching and learning activities.

The first MOOC in the Philippines has started and offered by University of the Philippines Open University (PUP). The title is: Introduction to mobile application development using the Android platform. This project in partnership with Smart Communication, Inc. The MOOC attracted 390 participants (profile of the learners who enrolled). Within the number of participants, 354 based in Philippines and 30 based outside the country; ages between 21-40 years old; majority were college graduate and employed. The course coincide with the launch of UPOU's online platform for MOOCs or so called @ral (Tagalog term). Moreover, the MOOC was conferred the Merit Award in the "PR program Merit on a sustained Basis (Education Literacy Category)" at the 49th Anvil Awards on February, 2014.

The second MOOC in Philippines is through online management service program which open for education and information technologies and business association and institutes of management. The free MOOC is intended for Filipinos who want to pursue a career in IT and Business Process management (IT-BPM). However, the

offline version of the program is currently offered in many universities nationwide at 21 units' minor courses which mean the enrolment is needed to get the credits. The example VDO download from the PUP website has shown in her presentation, it is about learning online regarding academic study.

For the Blended Mode of Delivery, there are Offline and Online sessions. The Offline session is face-to-face contact sessions. The Online session is the online components of the learning experiences usually consists of exercises or additional contents that complement the in-class lesson. Also, PUP use LMS (Learning Management System) as application tool to implementing MOOCs. Furthermore, an LMS provides infrastructure that enable not only the creation and delivery of instructional content. It has ability to track progress and collect all relevant data during the duration of a MOOC or traditional on campus course.

As mentioned by the first speaker in this forum, it is the must to converse big data into information, then knowledge and that knowledge relate to innovation. Similarly, in course offering online, PUP has to provide students personal learning that can help them to develop in the course offering. In the Learning Management System, users do a massive range of things such as quizzes, viewing course content, using glossaries and forums, downloading course materials, watching VDOs, submitting assignments. However, security is a challenge when it comes into education. For the ones who interest, there is the website of PUP Open University System eMabini Learning Portal that can be access: http://emobini.pup.edu.ph

PUP provide Moodle or Modular Object Oriented Dynamic Learning Environment. Currently being used by Polytechnic University of the Philippines (PUP) to manage and promote online learning. Number of participants are expected to grow from 9,000 to 9,500 users. However, In Philippines, this is only support to Learning Management and there is not enough infrastructure and resources. She showed up the homepage of PUP. Based on the program that has been developed, it could predicted whether students will pass or fail after analysing data. For the ones who have used the LMS. It has the feature that could give the online examination, can instantly check whether students pass or fail. The system could also display analytics about numbers or items already learned by students which teachers can use. It is also instant class record for

the teacher in forms of excel or fact sheets, seeing the grade of students per activity including implementation report.

The session was open for questions and comments: The first question was from a student participant from STOU who compare PUP's and STOU's MOOC, PUP's MOOC seems to be more accessible. Is there any suggestion to STOU's MOOC for further development and adjustment? The speaker advised not to upload too big files or too many links, separate saved files, not too many students. Due to limitation on internet infrastructure, the appropriate number of students in online learning should be considered.

The second question is from the participant who is the teacher from secondary school asked about the issue on result prediction and would like to hear more about example of the prediction of learning. The speaker agreed that it is useful and suggested the way to do so when we have assessment or evaluation of that particular tool, we get a positive feedback from audiences especially the teacher who could adjust, advice and discuss face-to face.

The third question asked by the moderator that regarding Philippines constitution which it is compulsory for the country to provide the distance education to the people, and how this is operationalized? This question was answered by Dr. Carmencita L. Castolo that th Phillipines constitution mandate for everyone entitle to education including formal, non-formal, informal and alternative learning system like the open and learning system which is actually an alternative learning system. Nowadays, it is operated specifically for basic education and high school is free, including tertiary education in the government school. In terms of state university education, it is also free but there are miscellaneous expenses have to be paid by students. As a result, PUP consider a number of students who enrol in university and college and need to provides other means like Alternative Learning System or Open Distance Education

2.8 New Media: ICT for the Thailand and Development in HRD via MOOC & SPOC (2)

By:	Dr. Anuchai Theeraroungchaisri, National Project Head of Thai MOOC
Date:	20 June 2017
Time:	14.30-16.00 pm
Moderator:	Dr. Unaloam Chanrungmaneekul

After hearing about MOOC from international experiences, Dr. Anuchai motivated participants to learn about Thai MOOC. Thai MOOC is a government project aims to provide educational opportunity for all Thais, facilitate lifelong learning, improve quality of living and steps to further higher education degree, and also people can learn at home and office through this system. It is initiated by Office of Higher Education Commission (OHEC) under Ministry of Education and synergy with Ministry of Digital and Economy, and Ministry of Science and Technology. Currently, Thai MOOC has 40 universities join the project, introducing 150 short courses, around 10 to 25 hours per courses. It aims to address the "Thailand Digital Economy Framework". This national framework promotes by the current government, to develop Thailand 4.0 which means Thailand can get into the ear of Digital technologies to create innovations for the country progress, economic stability, prosperity and sustainability.

"Digital society" is the way people in the society can make use the digital technologies to benefit people and being success in their lives and livelihood, self-development, capability building to dealing with changes including lifelong learning. The Digital society is one of the digital economy policy which aims to develop lifelong learning.

Regardless the classroom or learning places, online learning can response to the learning needs of people. In this matter, MOOC play important role for further support.

He showed up cartoon chart regarding people's life cycle from infant to adulthood. In each stage of life, people may experiences various aspects of life including problems. Somebody can access to opportunity while someone cannot. In case people would like to make progress in life, they need to develop their knowledge. Even though people have to go for work, they can access and develop their knowledge through online learning. If people in Thailand are aware to develop knowledge, the Thai society can move forwards to be "Knowledge Based Society", having lifelong learning. Therefore, Thai MOOC is the source of lifelong learning of Thai people. The Thai MOOC's concept is "Lifelong Learning space" to provide education for all Thai people in all ages. One of the motivation to the learners in the way Thai MOOC can keep record on "Learning Portfolio", of the courses that students have learned, including the credit system. There will be various related agencies, data base joining in the process and support the lifelong learning.

He introduced the Thai MOOC program. Due to it is a big program, the server is needed. There are three Ministries synergy and integration process among the government units: Ministry of ICT take charge in caring of the system, Ministry of Science and Technology develop platform and systems while the contents are from Ministry of Education. He invite all participants to access to the website at http:// www.thaimooc.org. There are lists of subjects. The ones who interest can access for learning by doing registration via email. Some subject are opened while some are not yet opened. There are 101 subjects are opened out of the total 150 subjects, 1,604 hours. For example, STOU provides 18 subjects, CCDKM open for 6 subjects. These subjects are from universities in entire country, divided into 9 areas; there are upper and lower North in the North region; upper and lower Northeast in Northeast region; upper and lower South in the South region; upper and lower Central, and East region. In each region, there is a main university being as a core network and call for meeting to other network members.

There are various subjects that can be chosen such as professional media productions, graphic design, mobile application production, cooking, accounting, business

management, psychology, language and cultures, and another. There are some subjects which are difficult to learn online such as skill development learning which need coaching in the learning process.

After four months opening the services of Thai MOOC, there are 34,000 learners. The first successful course is psychology and daily life, there are 2,000 learners registered in this course. Follow by subjects on Exploration English, Creative movement activities of primary school children. In comparison to international MOOC like Gossilar, Thai MOOC remains in much smaller number of learners. The Gossilar has 50**0,** 000 learners in the same subject. However, the 2,000 learners of Thai MOOC is considered as high number in comparison with the classroom based course. As can be seen, the provision of education through MOOC system can extend learning opportunities to all people who would like to learn. Therefore, MOOC is "Massive", and Open for all interested in learning.

He shares some example to show how the system of MOOC operates, and there is demand and interests to learn from the learning including lifelong learning learners. Thai MOOC is in the beginning stage of development. In the next steps, it plan to develop more subjects to response learners' needs and further development. In the second period, Thai MOOC plan to link universities to work hand in hand with business sector such as School of Engineering work with the factories where produce hard drives, for the learners to understand the production process and develop their knowledge to be equipped to work on this field after graduation such as software house companies. In the next two years, all subjects in Thai MOOC system will be ready to provide certifications or transfer into degrees.

He highlighted that Thai MOOC can response to the learning needs and possibilities of learners through various options; 1) Learning based on interest of learners, to meet the satisfaction of learners in learning about the knowledge; 2) Learning for getting the certification or getting degree program. Therefore, Thai MOOC provides data base of knowledge, examination centre for examination tests, collected credit system, and standard and quality process which support the learners to achieve their learning needs including getting certification to apply jobs.

Interestingly, he pointed out that the number of students in Thailand who can enter universities in the government system is only 40 percent which means there are many more students who need for learning opportunity. To fill up this gap, there is the need for collaboration between government education units, other agencies including application of ICT to develop lifelong learning and education opportunity.

In addition, he introduced a book namely "The End of the College" by Kevin Carey who wrote about the highly expenditure of students resulted to less education opportunity to people who need for learning. Therefore, it is necessary to find out the new forms and methods of learning which is effective and flexible, to upgrade the quality of education. Similarly, it is the issue on models of education. MIT which is the first ranking university of the school of Engineering in America critiqued that the traditional way of education institution cannot make learning possible to all people. Therefore, the students must find out the way for learners to access to learnings. In order to get master degree requirements of MIT within 10 months of the course, the MIT require students to learn online through MOOC for five months in respective country, take examination, and then go to study in America for five months.

Aside from learning from the online course of learners, subjects in the course also help lecturers to prepare their teaching process in forms of "Flipped Classroom". Through this new form of learning, it is not necessary for the students to learn in classroom. They can have advance learning at home. In this case, lecturers can advise to read book and give assignments.

In his conclusion, the MOOC is useful for anyone who interested in learning in various aspects; open learning system or learning as in university system through flipped learning. MOOC is open education system, everyone can learn, unlimited of number of learners, and lifelong learning.

At the end of the session, there is an important question on how is the assessment and way to get the certification when studying with Thai MOOC. The speaker answered that in the present the assessment is done without proper examination yet and it can be done based on the convenient time and place of learners. So far, Thai MOOC provides the basic level of certificate, cannot use for claim the degree yet. However, in the next

phase, Thai MOOC will provide encourage and collaborate with universities all over Thailand to provide the course with giving credits, and will also use assessment centres for learners to go for knowledge and understanding examination at their nearest centres via the online. In terms of skill development, Thai MOOC can joint with workshops, seminars for the assessment.

2.9 M-Powered: Showcase of ICT for Empowerment

By	Ms. Suparat Juramongkol, Microsoft, Thailand (Philanthropies)
Date:	20 June 2017
Time:	16.00-16.30 pm.
Moderator:	Dr. Unaloam Chanrungmaneekul

In this session, Ms. Supahrat Juramongkol introduce websites which providing by Microsoft calling "M-Powered Portal". It is cloud platform. This is the initiative of Microsoft working by the motto "Public Cloud for Public good". Due to the words cloud, IOT, artificial intelligent, innovations in relation to technologies are more familiar and known by people, the fourth CEO of Microsoft namely Satya Nadella announced an initiative to put the cloud to work for public.

She motivated all participants to get along with her by using their own smartphone, and accessed to www. m-powered.org/ Thailand. This website is the initiative in Asia-Pacific which the organisation intend to develop it as cloud portal for mutual using of people, students, and companies including using it for posting their knowledge based.

In fact, M-powered Portal, intentionally for mankind and people to do collaboration. In the present, there are strong organisation partner of M-powered; Ministry of Labour; Alison which is social enterprise or Business for Society, having almost 1,000 online learnings with free online courses, certification provision, various languages in nine

categories such as IT, humanities, health, science, et cetera which are the soft skill using in the world of 4.0 and cannot find in formal education.

In terms of collaboration with Ministry of Labour, many curriculums are collected through Skill Development Promotion Division in helping labours to develop their employment skills. M-powered developed sites for five countries; Indonesia, Vietnam, Philippines, Malaysia, and Thailand in Asia-Pacific, and each sites have their own specific contents. For Thailand, various skills for diverse groups of people are collected to the sites. The major language using in the website is Thai and English.

For compressive to the system, she demonstrated how to use the tabs. For example, the way to use the M-Empowered incorporates all job-related information into one place via integrations and links with the major partners in Thailand; Ministry of labour based on their missions to help Thai people to get jobs, building up capability to doing good to increase higher income generation. Therefore, the labour can come to this to find job, post their resume, and find e-learning and any of regulation, welfare that government provide to them.

Moreover, there are over 1,000 online learning sources, to search for curriculum on ICT for new entrepreneurs, 42 language courses in forms of YouTube clips, career guidance. Further, it is benefits if works, hiring standard including government social welfares, e-services. Professional readiness test is also available in this site. While waiting for results of job application, the site can be market place which they can be offered and promoted in M-Powered site, get consultations on how to write resume for job application, apply to be coach or consultants for job application, and another. Another, there are news, journal articles, to acknowledge the news about jobs and wages, and another. Last tab is about activities which information about training courses and activities such as through facebook life to train trailers in driving the trailer car, within 20 to 30 minutes to develop higher skill in driving and getting higher salary.

The partners of M-Empowered are; Ministry of Labour, Change Fusion, Social Technology Innovation, Alison (biggest platform in social enterprise, provides over 800 free courses in the present, with 1,000,000 graduates and 10,000,000 users, nine categories of courses such as data science).

In conclusion, www.m-powered.org/ thailand is the portal that available for everyone which contributing to your knowledge and skill development. Beside this, you can also make use of the knowledge that available there as well as Microsoft said "it is a public cloud for public good". Therefore, it is good for school, universities or job seekers or anyone who would like to develop your skills, and M-Powered welcomes all people and open for everyone to nominate to be consultant or post available products to empower the website.

At the end, there are questions and reflection to the presenter. First question was on how does the website regarding the job seeking can ensure the reliability on the news about the jobs, employers and consultants which the resource person answered that the information is reliable due to the information is directly linked with the system of Ministry of Labor. For the employers, they must have the profile including in the control system of the Ministry of Labor as well. In terms of consultant, the M-Powered considered to promote the consultant who have the good qualifications and performances by posting them into the front page, this is automatically screening out the ones who have less qualification.

The impression to M-Powered is on the facebook life has been discussed as it is useful, interesting and it is the connection between social media provide initial information and website provide further more detail information.

The second question, the computer teacher who was questioned by his students on what that can do after graduate from computer learning course, and it will be useful if Microsoft can provide the information on this. The response to this question that there are news and journal articles in the research work of M-Powered indicated that in the 21st century, one of the three top within 20 professions needed is computer science graduates. Notably, most of profession applications required for computer and English skills, with highlighted that it is not only know how to use skill but also knowing the way to use the skills in relation to the works.

The third question was from a lecturer from a university about ICDL (International Computer Driving License) of Microsoft which is the international test on the ability to use computer. However, the speaker will check the information to response this

question with her note that the one that being recognize internationally in the present is Microsoft Office Specialise (MOS).

3. SESSION TWO

3.1 Test and Real Learning from MOOC/ SPOC (THAI MOOC Show Case)

By: Ms. Nilumpai Pataranol and CCDKM Team, SToU
Date: 20 June 2017
Time: 16.30-18.00 pm.
Moderator: Dr. Unaloam Chanrungmaneekul

In this session, the participants were clustered into six groups, with four to five members in each groups, to develop MOOC together. The six groups were divided based on common interests of content.

The exercise continued with revision of learning experiences from this workshop since in the morning until the evening. Each group use smartphone to access “Carhood” program (freeware), and answer questions by selecting one of multiple choices in each question.

3.2 How to take your Photo & VDO Clips by Mobile Devices

By: Ms. Nilumpai Pataranol and CCDKM Team, STOU

Date: 20 June 2017

Time: 19.30-20.15 pm.

Moderator: Dr. Unaloam Chanrungmaneekul

After finishing dinner, these six groups come up together for next exercise. Each group was assigned to develop MOOC by finding out their common interest of topic in the group, identify content outline, design, and make group presentation. The outputs were presented with the reward for the winners, and also be evaluated by the committees who are expert in the field of communication and ICT, with criteria; 1) content in appropriated to the lessons., 2) flow of the pictures, 3) function of the used tools using in the program (diversity and appropriateness), 4) sounds (description and musical sound and sounds using of sounds, 5) technics of presenters. The given outlines for the working groups are as followings:

1. What is the subject interest to produce?
2. Who is the target group?
3. What are the direction? And how much time using (how many hours and minutes?)
4. What are learning objectives?
5. In what way that MOOC was applied in this work?

Then, all members in the six groups used the outline as the guideline to produce VDO by next day. In the group, the members have to share, discuss and present their idea to each other and make presentation within 15 minutes.

3.3 Young Group's editing: To produce MOOC 7 SPOC introduction clip

By: Ms. Nilumpai Pataranol and CCDKM Team, STOU

Date: 21 June 2017

Time: 09.30-10.30 am.

Moderator: Asst. Prof. Dr. Saowanee Chinalong

The facilitator gave more time for preparation of the six working groups to produce MOOC 7 SPOC Introduction Clip from 9.30-10.30 am (1 hour)

3.4 Presentation MOOC/ SPOC Introduction Clip from each Cluster/ Group

By: Ms. Nilumpai Pataranol and CCDKM Team, STOU, and the Committee of International Program of Communication Arts for ASEAN, STOU, and All Invited Expertise.

Date: 21 June 2017

Time: 10.30-12.00 am/pm.

Moderator: Asst. Prof. Dr. Saowanee Chinalong

From the given assignments to six group yesterday, each group come up with outputs in producing MOOC. The speaker, Ms. Nilumpai Pataranol emphasized on the five criteria using in assessment. The six groups invented the name of their groups and submitted their outputs comprising these six topics: Group 1: Organic Fertilizer;

Group 2: How to prepare yourself in getting job; Group 3: Handmade; Group 4: Khon Sang Pap; Group 5: Kluay; and Group 6: Luang Phi

Presentation started from group 1 to group 6, each group introduce all members in the group, provided briefly information about the topic, followed by presenting their VDO clip productions of the six groups to the audiences and invited experts.

After each presentation, the invited five experts in the field of communication and ICT gave their feedbacks with evaluation to the outputs of each group.

4. CONCLUSION and CLOSING

By: Assoc. Prof. Dr. Kamolrat Intarathat

Date: 21 June 2017

Time: 15.00 to 16.30 pm.

Moderator: Asst. Prof. Dr. Saowanee Chinalong

Assoc. Prof. Dr. Kamolrat Intarathat closed the symposium by expressing her impressions and thanks to all participants. Based on the title of this symposium "Communication and Medias for ASEAN Digitalization", the digitalization means we are now in the era digital native, which everyone hold digital in hands. Therefore, she hoped that the participants can introduce it to people in family, community, especially continue using the digital to create contents, and develop further knowledge for Thai society.

On behave of the Graduate Program of Communication Arts for ASEAN, she felt thankful to all participants who participated in this program, with her believing in the cooperation among them, being as the important part to bring about progress and growth of the nation.

For the good memories to all, she invited all speakers and lecturers of the program to provide the certificates to all participants, followed by giving the rewards to the six working groups based on the results of evaluation by the experts.

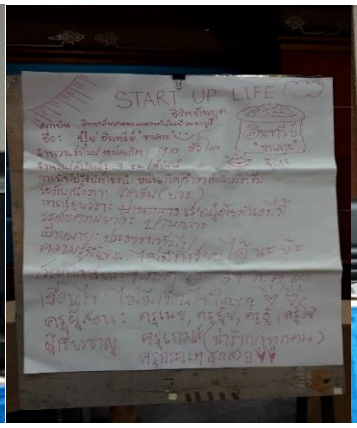
Finally, there is valuable *Dharma* teaching and blessing inspired by a monk from Chiangrai and also being a participant, which made this symposium completely ending with goodness and success.

SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY
SCHOOL OF COMMUNICATION ARTS

5. Appendix

Communication & Media for ASEAN Digitalization"
20-21 June 2017
Seminar I Bldg.Rm 5209
STOU, Nonthaburi-Bangkok,Thailand
asean-commarts.stou.ac.th

Bldg.Rm 5209
-Bangkok,Thailand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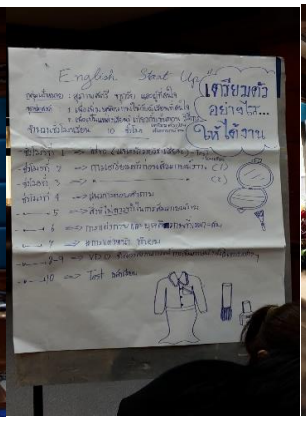
English Start Up
เตรียมตัว
อย่างไร...
ให้ได้งาน

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SCHOOL OF COMMUNICATION ARTS

Thai MOOC
ใครบอก
" มนุษย์ "
แปลงร่าง
ไม่ได้
"เรียนรู้อะไร...
ก็เป็นแบบนั้น"
Thai MOOC
แปลงร่าง...
เป็นวิศากร
เป็นนักออกแบบ
เป็นหมอ
เป็นเกษตรกร
เป็นนักอนุรักษ์